דגם תשובות לשאלון באנגלית, שאלון ד' — ספרות , MODULE D – LITERATURE
מס' 016115, 414, קיץ תשע"ה

GENERAL GUIDELINES FOR MARKING
MODULE D – LITERATURE

General Comments

- **Grades are allotted according to the rubrics – 90% for content and 10% for language. In-between percentages can be given.**

- **Multiple-choice questions are worth either 100% or 0%.**

- **Deduct first for <u>content</u> of answers. (<u>Wrong</u> answer = 0 points, regardless of language.)**

- **The Answer Key gives possible answers to the questions. Alternate answers to open questions may be accepted if appropriate. Use your judgment, bearing in mind that there are different ways to interpret literary texts.**

- **If students answer more than one set of questions in Parts I and II mark the set with the most answers or if they have answered all or an equal number of questions in both sets, mark the first set.**

- **Accept HOTS answers to LOTS questions.**

- **If students give more answers than asked for, do not deduct for additional correct answers. Read all the answers and deduct a total of 20% for additional incorrect answers.**

- **For the extended HOTS questions:**
  1) **Students are allowed to use any HOTS that appears in the Literature Handbook.**
  2) **Students must show use of the chosen thinking skill in their answer.**

- **Bridging questions:**
  If answers are only a summary / analysis of the text and do not relate to the new information given, deduct 60%.

Rubrics for Marking Module D

Rubric 1: LOTS questions

Accept HOTS answers to LOTS questions.

Criteria	Descriptors				
Content	• Answer is correct.		• Answer is partially correct.		• Answer is incorrect.
	90%		**45%**		**0**
Language	• Mostly correct use of grammar and vocabulary.				• Incorrect use of grammar and vocabulary.
	10%				**0**

Rubric 2: HOTS questions

For the extended HOTS questions:

1) Students are allowed to use any HOTS that appears in the Literature Handbook.

2) Students must show use of the chosen thinking skill in their answer.

Criteria	Descriptors				
Content	• Answer is correct. • The answer includes supporting details / examples when necessary. • Message is clear.		• Answer is partially correct. • The answer does not include sufficient details / examples when necessary. • Message is partially clear.		• Answer is incorrect. • The answer is general and does not relate to the text. • Message is unclear.
	90%		**45%**		**0**
Language	• Mostly correct use of grammar and vocabulary.		• Partially correct use of grammar and vocabulary.		• Incorrect use of grammar and vocabulary.
	10%	---	**5%**	---	**0**

Rubric 3: Extended HOTS question   (5 points)

This rubric should be used <u>in addition</u> to Rubric 2 for HOTS questions.

There are no language criteria for this part because language is included in Rubric 2.

Criteria	Descriptors				
Content	• The chosen thinking skill is appropriate. • There is appropriate evidence of the use of the thinking skill.		• The chosen thinking skill is appropriate. • There is partial evidence of the use of the thinking skill.		• The chosen thinking skill is appropriate but there is no evidence of its use. OR • The chosen thinking skill is not appropriate.
	100%	**---**	**50%**	**---**	**0**

Rubric 4: Bridging Text and Context question   (15 points)

If answers are only a summary/analysis of the text and do not relate to the new information given, deduct 60%.

Criteria	Descriptors		
Content	• Answer is well organized. • All information is relevant and accurate. • Answer explicitly states the connection between the new information and the text. • Details / examples from the text are given to support the answer.	• Answer is fairly well organized. • Most information is relevant and accurate. • The connection between the new information and the text is not clearly stated. • Details / examples given to support the answer are insufficient and / or not entirely appropriate.	• Answer is poorly organized. • No information is relevant or accurate. • Answer does not show connection between the new information and the text. • No details / examples are given to support the answer.
	90%	**45%**	**0**
Language	• Correct use of basic language structures.	• Mostly correct use of basic language structures.	• Incorrect use of basic language structures.
	10%	**5%**	**0**

There is no deduction for answers shorter/longer than recommended length (60-80 words).

ANSWER KEY

Alternate answers to open questions may be accepted if suitable.
Answers given below provide the minimal information that should be included.

PART I (46 points)

Answer questions for **(A)** *Mr. Know All* <u>OR</u> **(B)** *A Summer's Reading*.

A.   MR. KNOW ALL / W. Somerset Maugham

1.	(iii) he had to share a cabin	7
2.	(ii) he is British	7
3.	*(Use Rubric 1)* *Two of the following:* He talks too much. / He argues with people. / He says he knows everything. / He organizes everything. / He would not stop talking about something until he convinced people he was right. / "He was everywhere and always."	7
4.	*(Use Rubric 2)* This quote is important for the story because it is an example of how people in the story are not always what they seem to be. In the beginning we think that Mrs. Ramsay is a quiet, innocent person. When she is not willing to show her necklace, we think it is because of her modesty. We are later shocked to learn that it is because she lied to her husband about her pearl necklace. This is the real reason she didn't want to show it. *Supporting information:* At the beginning the narrator says that she dresses simply, she has pleasant manners. / We learn later on in the story that Mr. Ramsay thought his wife's necklace was not real but, at first, Kelada said it was. When he saw her face, he changed his mind. / Mrs. Ramsay returns Kelada's money from the bet.	10
5.	*(Use Rubrics 2 and 3)* *If there is no thinking skill above the question – skip 5b* *Thinking skill I chose:* Comparing and contrasting I can compare the narrator's opinion of Mr. Kelada at the beginning of the story with his opinion at the end. At the beginning the narrator is prejudiced against Mr. Kelada. At the end of the story, when he realizes that Mr. Kelada has lost his reputation to help Mrs. Ramsay, the narrator has something positive to say about him. I can see from the quote that the narrator is starting to change / has changed // is less prejudiced against Mr. Kelada. This shows that he is a person who is willing to change his opinion. *Supporting information:* At the beginning: The narrator decides he doesn't like Mr. Kelada even before he meets him (because of his appearance and his name.) / After he meets him, he says, "I did not like Mr. Kelada." / He thinks Mr. Kelada is not British. / The narrator is critical of everything Mr. Kelada does. / He doesn't try to get to know him. / He doesn't see anything positive about him. At the end: Mr. Kelada is willing to lie about the pearls even though it makes him look like a fool.	15

B. A SUMMER'S READING / Bernard Malamud

6.	(iii) He doesn't have a job.	7
7.	(iv) He gets money from Sophie.	7
8.	*(Use Rubric 1)* He asks different kinds of questions when he meets them. / He reads *The New York Times* (from the first page to the last). / He seemed to know what is written in all the newspapers.	7
9.	*(Use Rubric 2)* Mr. Cattanzara is trying to tell George that he wants him to have a better life than he has. / He wants him to get an education / a better job than he has. / He wants him to be able to live in a better place. *Supporting information:* Mr. Cattanzara works as a change maker on the subway. / He is a drunk. / He lives in a poor neighborhood.	10
10.	*(Use Rubrics 2 and 3)* *Thinking skill I chose:* Explaining cause and effect The reactions of the people in the neighborhood affect George a lot. They cause him to change his opinion of himself throughout the story. *Two of the following:* When the neighbors think he is reading books, he begins to feel respect for himself. *Supporting information:* George cleans the house. / He enjoys the ball games. / He starts to walk around the neighborhood. / He doesn't go to the park. / He buys a paperback book but doesn't read it. / He reads Sophie's magazines thoroughly. When he thinks that Mr. Cattanzara has told the neighbors that he hasn't read, he loses his confidence. *Supporting information:* He stays in his room for almost a week. / He sneaks into the kitchen when nobody is home. / He doesn't do anything. / When he goes out late at night, he avoids everyone. When he discovers that the neighbors think he has read all the books, it causes him to feel that he still has their respect but he understands that he has to do something to get it. *Supporting information:* He goes to the library.	15

PART II (39 points)

Students are required to answer questions for **(C)** *Thank You, Ma'm*.

C. THANK YOU, MA'M / Langston Hughes

11.	(ii) He wants to steal a pocketbook.	6
12.	*(Use Rubric 1)* ... right from wrong. / how to behave. / how to be a good / moral person / not to steal.	6
13.	(ii) They have both done something wrong.	6
14.	(i) gives Roger money	6
15.	*(Use Rubrics 2 and 3)* *Thinking skill I chose:* Inferring I can infer that Roger will know that there are nice people in the world / people who give and don't take / people who want to help him / that people who do bad things can change their lives. // He will not steal again. / He will behave himself / change (his life).	15

PART III (15 points)

(Use Rubric 4)

Students are required to answer the question for either **(16)** *The Road Not Taken* OR **(17)** *Introduction to Poetry* OR **(18)** *Grandmother.*

Suggested length: 60-80 words.

Note: When giving examples from the texts students may either quote directly or paraphrase.

16. **THE ROAD NOT TAKEN** / Robert Frost

Without underlinesupporting information – deduct 20%.

The speaker in the poem looks at the different paths that he can choose from and then he makes his decision about which path to take. He then has to accept the results of that decision. He can never go back and take the other path. The speaker says that he thinks he has chosen the path that most people do not take and this has made all the difference for him in his life. I can see the connection between the quote and the poem. The quote adds information about the person who decides to take the path the speaker takes. It says that this person is wiser than the ignorant man who takes the other path and follows what other people do.

OR:

17. **INTRODUCTION TO POETRY** / Billy Collins

Without underlinesupporting information – deduct 20%.

I can understand from the information above that Billy Collins thinks it's very important for students to enjoy poetry. He wants poetry to be something that students read because they want to and not because it's something they have to learn in class. This is what he talks about in his poem. He says that students should experience poetry directly and not try to tear it apart. They should feel what they are reading and not try to understand it with their minds. This way they will enjoy it more.

Possible supporting quotes: hold it up to the light / press an ear / feel the walls / waterski across the surface. All they want to do is tie the poem to a chair with a rope / torture a confession out of it / beating it with a hose to find out what it really means.

18. **GRANDMOTHER** / Sameeneh Shierazie

Without underlinesupporting information – deduct 20%.

The quote says that you should listen carefully to other people. In the poem, the granddaughter didn't plan to listen to her grandmother but when she did, she realized how much she had missed / how important it is to listen.

Supporting information: She learned a lot about her grandmother that she didn't know before. // She realized that her grandmother was a person who had things to say / wanted people to listen to her. // The granddaughter learned that life was hard for her grandmother. // She learned how her grandmother spends her day. / She learned about all the things she did in the house and how hard it was for her.

APPENDIX TO PARTS I AND II

Thinking Skills

- Comparing and contrasting
- Distinguishing different perspectives
- Explaining cause and effect
- Uncovering motives
- Inferring
- Explaining patterns